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ABSTRACT

This report provides an overview of the continuing development and use of the computer-assisted career guidance systems at Oakland University during the sixth year of operation of the Adult Career Counseling Center (ACCC). The following topics are discussed: (1) history of the development of the ACCC and computer-assisted career guidance programs; (2) description of the ACCC; (3) description of the computer-assisted career guidance systems, including DISCOVER for adults, System of Interactive Guidance and Information Plus, Michigan Occupational Information System, and the Resume Kit; (4) client demographic information; (5) client evaluations of ACCC and computer programs, including ACCC services and personnel, DISCOVER Evaluation, and DISCOVER End-of-Module Evaluations; (6) in-service training; (7) public relations; (8) coordination with practicum counseling center; (9) research; and (10) future plans. The appendix includes the Adult Career Counseling Center Resource List, Career Counseling and Information Resources at Oakland University, and Auxiliary Grant-Supported Services. (ABL)

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ADULT CAREER COUNSELING CENTER

SIXTH ANNUAL REPORT
September 1988- June 1989

Computer-Assisted Career Guidance Systems and Career Counseling Services

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Coordinators
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ADULT CAREER COUNSELING CENTER

SIXTH ANNUAL REPORT

September 1988 - June 1989

COMPUTER-ASSISTED
CAREER GUIDANCE
SYSTEMS
and
CAREER COUNSELING SERVICES

Oakland University
Rochester, Michigan

Dr. Howard Splete

Director, Adult Career Counseling Center

Edited by

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Administrators at Oakland University have been very supportive during the inception, development and continuing implementation of the computer-assisted career guidance services. Special recognition is given to President Joseph Champagne, Provost Keith Kleckner and Dean Gerald Pine for their encouragement and support.

The Oakland University Adult Career Counseling Committee has been highly supportive in the development of the ACCC and its programs. Members of this committee during the past year were Roxanne Allen, Patrick Bennett, Marilyn Broderick, Elyce Cron, Robert Fink, Jane Goodman, Ronald Kevern, Pamela Marin, David Meyer and Robert Thomas. The committee's involvement and suggestions have been and continue to be most helpful.

The supportive efforts of the Counseling Department faculty and staff have greatly aided the ACCC program. We acknowledge the support of Dr. Robert Brown, Counseling Department Chair, and Elyce Cron, Practicum Counseling Center Coordinator.

Excellent work was done by the ACCC counselors, Nelson Phillips, Julie Semroc, Anne Sutton and Elaine Tsangarides. Angela Barnes, receptionist, provided competent and reliable assistance.

Additionally, Bill Haga and Gerard Joswiak of the Oakland University Computer Center and Ken Gould of Computer Services, have provided continued support and technical assistance and were helpful in the preparation of this report.

OVERVIEW

This report provides an overview of the continuing development and use of the computer-assisted career guidance systems at Oakland University during the sixth year of operation (September, 1988 - June, 1989) of the Adult Career Counseling Center (ACCC).

This report includes the following:

I. History of the Development of the Adult Career Counseling Center and Computer-Assisted Career Guidance Programs at Oakland University pg. 1

II. Description of the Adult Career Counseling Center (ACCC) pg. 3

III. Description of the Computer-Assisted Career Guidance Systems pg. 5

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I. HISTORY OF THE DEVELOPMENT OF THE ADULT CAREER COUNSELING CENTER AND COMPUTER-ASSISTED CAREER GUIDANCE PROGRAMS AT OAKLAND UNIVERSITY

The impetus for these programs of public service came from Oakland University's President, Joseph Champagne, in the spring of 1982. Financial support was provided by a portion of a state line item allocation for the broad purpose of promoting economic development and re-training employed workers in this geographic area.

Under the direction of Provost Keith Kleckner, a university-wide committee was established to review possible computer-assisted career guidance systems and related counseling programs that could be used to aid adults in this area. Upon recommendation of this committee, the university purchased five DISCOVER II computer-assisted guidance systems and one SIGI (System of Interactive Guidance and Information) computer-assisted guidance system in the summer of 1982.

Two systems (one DISCOVER II and the SIGI) were assigned to the Office of Academic Advising and General Studies to aid adults of this geographic area who were looking for assistance in reviewing educational and training possibilities. Four DISCOVER II systems were allocated to the School of Human and Educational Services (SHES) to be utilized by the Counseling Area and the Continuum Center in providing services to the adult population in this area.

During the fall of 1982, the committee members -- Tom Atkinson (Provost's Office), Elaine Chapman-Moore (Student Services), Robert Fink (Psychology Clinic), Jane Goodman (Continuum Center), Ronald Kevern (Placement Office), Pamela Marin (Office of the President), David Meyer (Human Resources and Development Area) and Howard Splete (Counseling Area, Chair) -- planned for the implementation of these programs and the coordination of career counseling and information services across the campus.

After the first computers were programmed, in-service training was provided for 135 persons, including interested faculty, staff and student assistants. With the support of Gerald Pine, Dean of the School of Human and Educational Services, the Adult Career Counseling Center (ACCC) was established and located in room 147 on the first floor of O'Dowd Hall. The ACCC was opened for public use in January 1983.

In 1985, a new computer-assisted guidance system, DISCOVER for Adult Learners, was added to meet the particular needs of adults in transition. In 1986, a second DISCOVER for Adult Learners replaced a DISCOVER II system, as its use was more appropriate for ACCC clients.

In 1987, a new software program, SIGI PLUS, was added to provide another approach to career exploration for ACCC clients. The SIGI program used at the Office of Academic Advising and General Studies was upgraded to the newer SIGI PLUS version. Also, a computer-assisted version of the Michigan Occupational Information System (MOIS) was obtained as an additional resource for ACCC clients.

The ACCC has continued to serve the public and provide in-service programs for career guidance professionals.

Since its formation in 1982, the ACCC has provided service to over 6000 community adults. Requests for this service have continually increased.

II. DESCRIPTION OF THE ADULT CAREER COUNSELING CENTER

A. Services Provided

The Adult Career Counseling Center (ACCC) provides services for adults who are seeking guidance in reviewing their career possibilities. The ACCC provides career information, counseling, education in resume preparation and interviewing skills, and referral information at no charge. Four graduate assistants, students in the Oakland University Master of Arts in Counseling Program, facilitate the ACCC services.

Two career guidance programs — DISCOVER for Adults and SIGI PLUS — are available on micro-computers at the ACCC. These systems aid adults in learning how their interests, abilities, life experiences and work-related values are related to possible occupations or educational and training opportunities. The Michigan Occupational Information System is also available on micro-computer for clients seeking specific career information.

Additional appointments can be made with counselors through the Practicum Counseling Center for clients desiring more in-depth career or personal counseling. Referral information about other career counseling and training programs is also available.

Clients have access to printed resources in the ACCC, including: course catalogs from educational institutions in Michigan, career information books (i.e., Dictionary of Occupational Titles) and practical books concerning the process involved in the career search, as What Color is Your Parachute? A complete list of ACCC resources is given in Appendix A.

B. Counseling Process

The process used in the ACCC is as follows:

1. The ACCC client schedules three appointments each for a two hour time allotment.
2. At the first appointment, the counselor gathers background data and conducts a short intake interview to establish the client's purpose for using the system and to determine which computer program will be most helpful for the individual client.

3. After providing an overview of the computer program selected, the client uses either one of the self-directed programs, DISCOVER for Adults or SIGI PLUS. Most clients begin their visits with DISCOVER use which is supplemented with SIGI PLUS use as needed.

4. Assistance to the client is provided when necessary.

5. After completion of the client's three visits, the counselor conducts a short exit interview to determine what the client's next steps will be. Additional appointments may be scheduled for computer use, job skills training or resume preparation, as appropriate. Referral may be made to the Practicum Counseling Center, or other university and community resources.

C. Client Concerns Related to ACCC Use

Clients seek the services of the ACCC for a variety of reasons. The counselors of the ACCC recognize the following as general concerns of clients utilizing the center.

1. Career and developmental transition issues. The most frequently stated concern was that the client was unhappy with their present job situation and wanted to learn about other options. Clients also wanted to undertake career exploration the "right" way and not repeat previous errors. Other transitional and developmental issues were grouped as:
   * Unemployed worker moving to new occupation or field
   * Homemaker or recently divorced female to world of work
   * Adolescent moving to young adulthood
   * College students moving to full time employment
   * Midlife career changes
   * Workers moving toward retirement

2. Personal Issues Related to Career Planning: Many clients exhibited lack of self-confidence, underrating one's ability, and insufficient differentiation of interests. Many other clients had an interest in exploring their changing value systems. Other clients were seeking more challenging or financially rewarding positions. Occasionally, clients would need additional counseling and were referred to the Practicum Counseling Center.

3. Educational Planning. Non-Oakland University students, undecided about their career plans, utilized the ACCC to research fields for study as well as specific jobs. Clients also sought information on alternative occupations that would allow them to switch careers without switching majors. College re-entry was another avenue clients explored, especially for adults who had not completed an undergraduate degree.

III. DESCRIPTION OF THE COMPUTER-ASSISTED CAREER GUIDANCE SYSTEMS

A. DISCOVER for Adults

The Adult Career Counseling Center offered the 1988 version of DISCOVER FOR ADULTS, a computer-based career planning and information system. DISCOVER is a carefully designed career planning program that provides clients with information about themselves, occupations, schools and programs of study to aid in mature decision-making. Clients benefit most when using DISCOVER FOR ADULTS in conjunction with counselor assistance.

There are two ways to use DISCOVER: the "information only" approach or the "guidance plus information" approach. The "guidance plus information" approach is a comprehensive, integrated career planning process that can be learned and used many times in one's lifetime, while the "information only" approach allows the client to bypass the guidance features of the program and quickly obtain specific information about occupations or educational programs. With the "guidance plus" approach, a "user record" is created as the client progresses through the nine modules. A paper copy of the text on the computer screen can be printed at any time. The nine modules are described below:

Module 1: BEGINNING THE CAREER JOURNEY

* Begin exploration
* Determine knowledge of career planning process
* Receive suggestions on which modules to use

Module 2: LEARNING ABOUT THE WORLD OF WORK

* Explore the World-of-Work map featuring 13,000 occupations
* Browse programs of study and occupations by categories

Module 3: LEARNING ABOUT YOURSELF

* Increase self-understanding by completing inventories of interests, abilities, experiences and values

Module 4: FINDING OCCUPATIONS

* Choose a realistic educational level
* Get a list of occupations by completed inventory(s) of Module 3
* Or get a list by choosing eight job characteristics
* Ask about specific occupations not listed on prior lists

Module 5: LEARNING ABOUT OCCUPATIONS

* Choose occupations to look at, or
* Have computer shorten list
* Then, get detailed information on 15 topics concerning each of those occupations.

Module 6: MAKING EDUCATIONAL CHOICES

* Identify paths of training
* Identify programs of study

Module 7: PLANNING NEXT STEPS

* Find detailed information about vocational schools, two and four year colleges, graduate schools and military programs
* Identify sources of financial aid
* Learn job seeking skills: create a resume, cover letter or job application

Module 8: PLANNING YOUR CAREER

* Look at present life roles
* Decide how these life roles may change in the future
* Plan action steps towards your future career

Module 9: MAKING TRANSITIONS

* Understand the nature and impact of transitions
* Learn to weather a transition with minimal stress

B. SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION PLUS (SIGI PLUS)

SIGI PLUS is an advanced career guidance system which covers major aspects of career decision-making and planning. It is a system composed of nine separate but interrelated sections. In the new 1989 version, a "user record" will be created as the client progresses through the modules.

1. INTRODUCTION: WHAT'S IN SIGI PLUS?

* See clearly what is in the whole system
* Decide which sections apply
* Request more details about each section
* Get a recommended pathway through the system

2. SELF-ASSESSMENT: WHAT DO I WANT? WHAT AM I GOOD AT?

* Look at work-related VALUES and decide which are most important
* Choose INTEREST fields for work
* Look at various ACTIVITIES and decide where personal likes and skills lie

3. SEARCH: WHAT OCCUPATIONS MIGHT I LIKE?

   * Choose features desired in work
   * Choose features to avoid in work
   * Receive a list of occupations that matches what's asked for

4. INFORMATION: WHAT OCCUPATIONS MIGHT I LIKE?

   * Choose one or two occupations and ask specific questions about them, including:

     * what skills each occupation requires
     * possibilities for advancement in the field
     * what the income potential is
     * the national employment outlook in the field
     * what the education requirements are

5. SKILLS: CAN I DO WHAT'S REQUIRED?

   * See specific and managerial skills required for any occupation in SIGI PLUS
   * Rate self on these skills
   * See how job skills are applied in a chosen field

6. PREPARING: CAN I DO WHAT'S REQUIRED?

   * See typical preparation paths to any occupation in SIGI PLUS
   * See the typical training or college education needed
   * Consider four important factors related to preparing: finding time, finding money, handling the difficulty and staying motivated
   * Estimate the likelihood of completing preparation

7. COPING: CAN I DO WHAT'S REQUIRED?

   * Find out how to get practical help with issues in preparing
   * Get suggestions about how to handle worries common to adults

8. DECIDING: WHAT'S RIGHT FOR ME?

   * Look at three occupations at a time and ask:

     * What are the rewards? Will I enjoy this occupation?
     * What are my chances? Can I get in?
     * All things considered, would this be a good choice for me?

9. NEXT STEPS: HOW DO I PUT MY PLAN INTO ACTION?

   * Start moving toward career goals by planning short-term strategies such as:

     * getting more education or training
     * developing new skills
     * proving you can do the work
     * writing the resume (get a sample resume)
     * overcoming obstacles

C. MICHIGAN OCCUPATIONAL INFORMATION SYSTEM (MOIS)

MOIS is an up-to-date and easy-to-use system of occupational and educational information about jobs in Michigan.

Who should use MOIS?

* Those wanting more detailed information on occupations and training in Michigan
* Persons undecided about the future
* Homemakers entering or reentering the work force
* Displaced "workers" or other unemployed adults searching for work opportunities

Using MOIS

1. If you have a specific job in mind, you go directly to the MOISCRIPTS for detailed information. MOISCRIPTS help you find complete information about jobs. As you read the descriptions, you learn about:

   * job duties
   * working conditions
   * methods of career entry
   * salaries and wages
   * chances for advancement
   * employment outlook by geographical region
   * educational and other requirements
   * tips for finding more information

   Information is also provided on Education and Training that might be needed for the job selected, which includes:

   * related school subjects
   * financial aid
   * high school vocational programs
   * education programs after high school
   * apprenticeship programs
   * military training opportunities
   * opportunities for adult basic or continuing education

2. A MOIS Structured Search is also available. It is an interest inventory covering seven areas:

   I=interests
   A=areas of work
   S=physical strengths
   C=physical capabilities
   W=working conditions
   E=education
   T=temperaments

   The system evaluates your answers and provides a list of job titles that match your interest.

D. ADDITIONAL COMPUTER-ASSISTED CAREER AIDS

1. THE RESUME KIT

New this year to the ACCC's software library is "The Resume Kit". This program enables clients to write resumes directly on the computer screen. The program allows clients to input personal information, experiences, references, education, skills and interests. The program organizes this information into one of nine resume styles including business, professional, student and "quick and easy". Once written, the resume may be printed using various type styles giving the finished resume a professional appearance.

In the coming year, the Resume Kit should prove to be a valuable tool for clients who are interested in developing resumes.

IV. CLIENT DEMOGRAPHIC INFORMATION

CLIENT DEMOGRAPHIC INFORMATION

From September 1988 to June 1989, 615 clients used the services of the Adult Career Counseling Center (ACCC). The average number of visits per client was two. The following information was gathered from questionnaires completed by the clients upon their first visit to the ACCC.

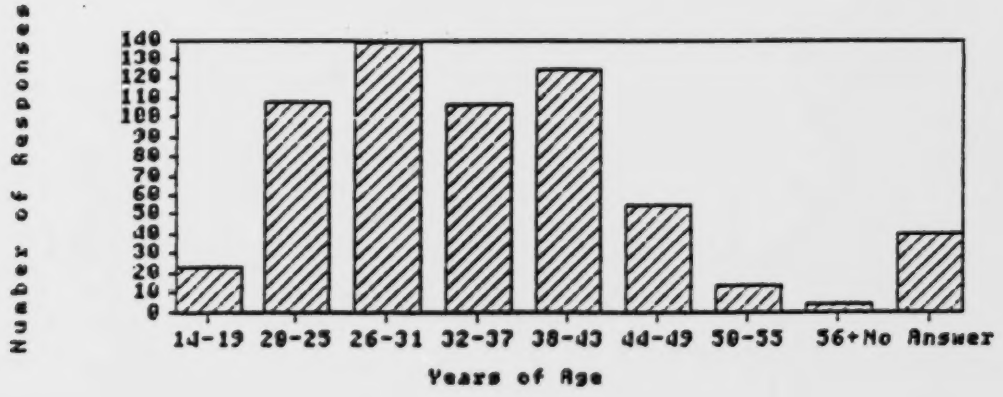
1. Gender of Client

Female	455	74%
Male	160	26%
Total	615	100%

2. Client Age

The age range of clients was from 15 years of age to over 56 years of age, with the majority of clients between 20 - 43 years of age. The distribution of client age is reported below in Chart 1.

Chart 1
Client Age



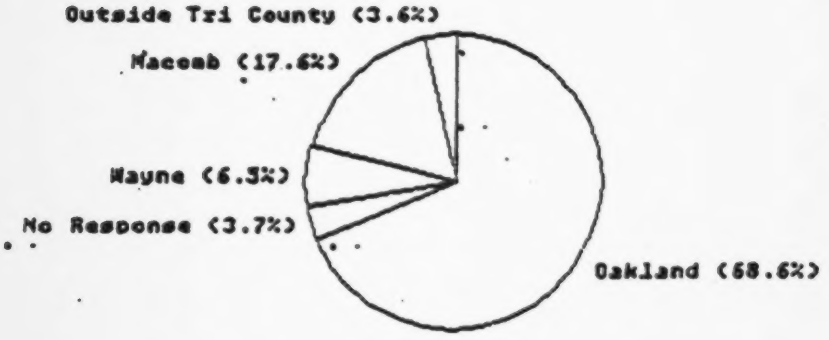
3. Ethnic Background of Clients

White (Caucasian)	535	87.0%
Black (Afro American)	8	1.3%
Hispanic	4	0.6%
Asian	6	1.0%
American Indian	3	0.5%
Arabic	1	0.2%
No response	58	9.4%
Total	615	100%

4. Geographical Distribution of Clients

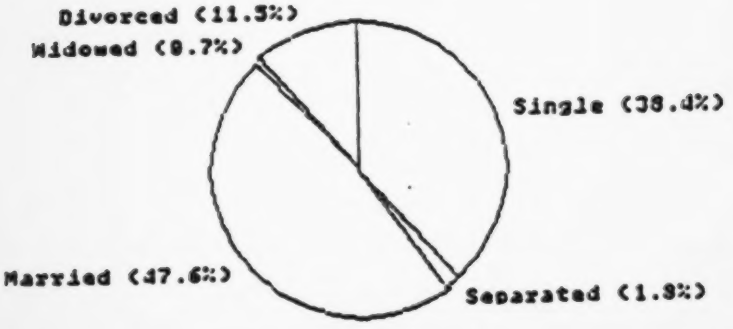
93% of ACCC clients live in the TRI-county area surrounding Detroit, as described below in Chart 2.

Chart 2
Geographic Distribution of Clients



5. Marital Status

Chart 3
Marital Status of Clients



6. Employment Status of Clients

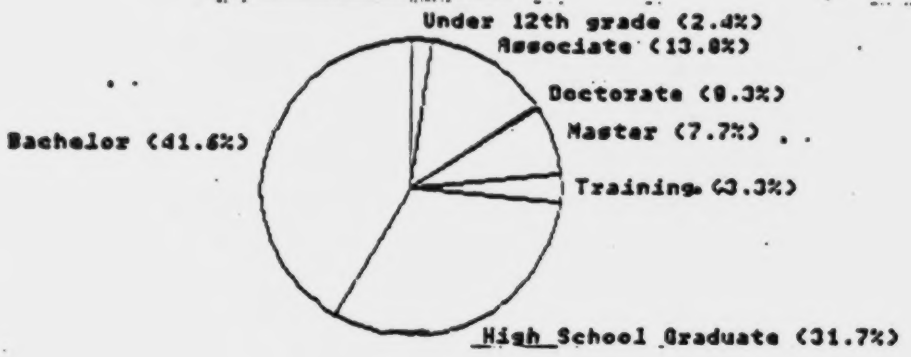
	Number	Percent
Full time	298	39.6%
Part time	115	15.3%
Unemployed	186	24.7%
Homemaker	82	10.9%
Student	65	8.6%
Retired	3	.4%
Self-employed	4	.5%
Total	615	100%

The clients could answer more than one response. Fifty five percent of the clients were currently employed.

7. Educational Background of Clients

The educational background ranged from 9th-grade through the completion of a Ph.D. as reported below.

Chart 4
Educational Level



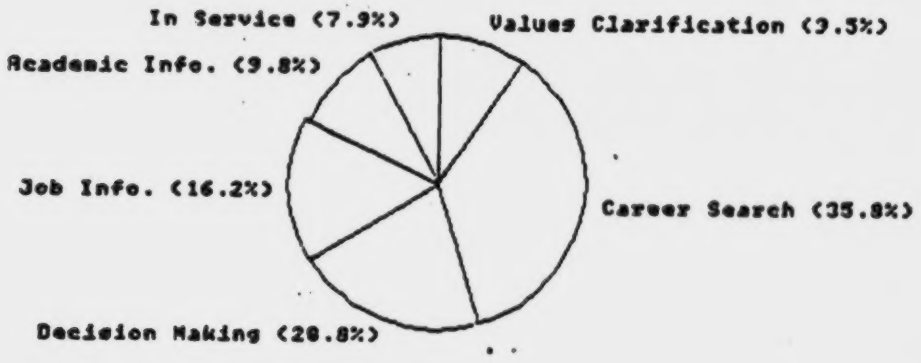
A majority of clients chose not to answer as indicated below, however, the most frequent personal income range is below $10K, while the most frequent total household range is above $50K (yearly income).

	PERSONAL		HOUSEHOLD	
	Number	Percent	Number	Percent
Below $10K	181	(29.4%)	17	(2.8%)
$10K - $20K	133	(21.6%)	29	(4.7%)
$21K - $30K	101	(16.4%)	24	(3.9%)
$31K - $40K	55	(8.9%)	51	(8.3%)
$41K - $50K	23	(3.8%)	66	(10.7%)
$50K Plus	20	(3.3%)	122	(19.8%)
No response	102	(16.6%)	306	(49.8%)
	615	(100%)	615	(100%)

9. Purpose for Using the System

Client's reasons for seeking assistance from the ACCC are shown in Chart 5. Clients responded to more than one choice. Clients most often needed help in career search.

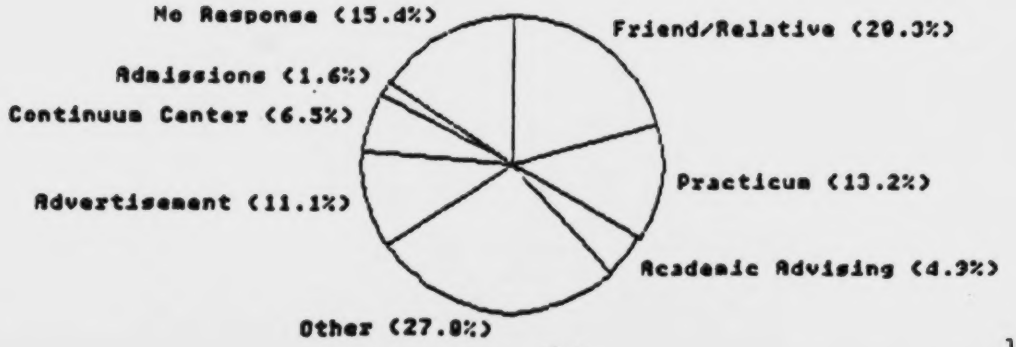
Chart 5
Purpose for Using the System



10. Referral Source

.Clients learned of the ACCC through various sources while "word of mouth" is the most common source. Chart 6 depicts the referral source distribution.

Chart 6
Referral Source



V. CLIENT EVALUATIONS OF COMPUTER PROGRAMS

A. DISCOVER EVALUATION QUESTIONS AT FINAL SIGN-OFF

Upon completion of the DISCOVER program, clients were encouraged to evaluate the usefulness of this computer-assisted guidance program in their career planning and decision-making. Clients were not forced to answer all questions so the total number of responses vary with each question.

		Number	Percent
1.	Which of the following have you done since your first use of DISCOVER?		
a.	Talked with a counselor about career planning.	19	23.75%
b.	Talked with your parents (or another important adult) about career planning.	13	16.25%
c.	Sought more information about a school or an occupation you are considering.	19	23.75%
d.	Registered for course work related to your tentative career plans.	5	6.25%
e.	Other	7	8.75%
f.	None of the above	17	21.25%
	Total	80	100.00%
2.	What progress have you made in career planning since your first use of DISCOVER?		
a.	I've tentatively selected one or more occupations	20	28.17%
b.	I've tentatively selected a major program of study.	6	8.45%
c.	I've selected one or more schools or colleges.	7	9.86%
d.	I've learned a lot about myself which will help with my choice of occupation.	19	26.76%
e.	Other	5	7.04%
f.	None of the above	14	19.72%
	Total	71	100.00%

3. Overall, with which of these things did DISCOVER help you?

a.	Learning about myself by completing tests or inventories	28	32.56%
b.	Learning how to organize occupations.	11	12.79%
c.	Finding occupations or schools which have the characteristics I want.	13	15.12%
d.	Getting good information about schools, occupations, or financial aid.	14	16.28%
e.	Finding a major or course work which is appropriate for me.	8	9.30%
f.	None of these	12	13.95%
	Total	86	100.00%

4. Which of the following are accurate statements about your use of DISCOVER?

a.	It was a very valuable source of help with choosing an occupation	21	20.59%
b.	It was a very valuable source of help with choosing a school or major	5	4.90%
c.	It was a very interesting way to do career planning.	27	26.47%
d.	It worked without technical problems.	18	17.65%
e.	Its text and instructions were clear and understandable.	23	22.55%
f.	None of the above	8	7.84%
	Total	102	100.00%

B. END-OF-MODULE QUESTIONS FOR USER EVALUATION OF DISCOVER

After each use of the DISCOVER program, clients could choose to answer the following questions regarding their use of individual modules in the program. They did not have to answer questions for modules that they did not use and they were instructed to only choose one letter. Total number of responses vary with each question and module.

1. How useful was the description of the career planning process in Module 1?

a.	Very helpful	20	27.02%
b.	Quite helpful	30	40.54%
c.	Helpful	21	28.39%
d.	Helpful	3	4.05%
	Total	74	100.00%

2. To what extent did the results of the "Career Journey Inventory" in Module 1 seem to be "correct" for you?

a.	It accurately described my present state of career planning	29	39.72%
b.	It was fair: some statements seemed right, and others not	39	53.42%
c.	It seemed almost entirely inaccurate	5	6.86%
	Total	73	100.00%

3. To what extent was the description of the World-of-Work Map in Module 2 helpful in organizing the choices of occupations or majors which are open to you?

a.	Very helpful	15	21.13%
b.	Quite helpful	32	45.07%
c.	Moderately helpful	17	23.94%
d.	Somewhat helpful	7	09.86%
e.	Not at all helpful	0	0
	Total	71	100.00%

4. In Module 2 how helpful was the WOW Map in aiding your explorations of programs of study or occupations?

a.	Very helpful	14	20.00%
b.	Quite helpful	32	45.71%
c.	Moderately helpful	17	24.29%
d.	Somewhat helpful	7	10.00%
e.	Not at all helpful	0	0
	Total	70	100.00%

5. What did you learn from taking one or more inventories at the computer or putting their scores in Module 3?

a.	The kinds of work tasks which might "fit" me best	161	23.78%
b.	What my values are	171	25.26%
c.	What my interest are	181	26.74%
d.	What my abilities are	146	21.57%
e.	Nothing or very little	18	2.65%
	Total	677	100.00%

6. How clear was the meaning of the "interpretation" of your tests in Module 3?

a.	Very clear	78	27.46%
b.	Quite clear	118	41.55%
c.	Moderately clear	64	22.54%
d.	Somewhat clear	18	6.33%
e.	Not at all clear	6	2.12%
	Total	284	100.00%

7. How did you react to the list of occupations provided in Module 4?

a.	It gave me a lot of new ideas	99	34.38%
b.	It confirmed thoughts I already had	135	46.88%
c.	It didn't seem to fit at all	37	12.84%
d.	Other	17	5.90%
	Total	288	100.00%

8. Module 4 suggested:

a.	Too many occupations	62	20.95%
b.	A reasonable number of occupations	200	67.57%
c.	Not enough occupations	34	11.48%
	Total	296	100.00%

9. How helpful was the information provided about each occupation in Module 5 for choosing among possible occupations?

a.	Very helpful	94	35.61%
b.	Quite helpful	86	32.58%
c.	Moderately helpful	55	20.84%
d.	Minimally helpful	12	4.54%
e.	Not at all helpful	5	1.89%
f.	Did not use	12	4.54%
	Total	264	100.00%

10. How helpful was the process provided in Module 5 for shortening your list of occupations to 10 to store them in your user record?

a.	Very helpful	61	23.01%
b.	Quite helpful	77	29.06%
c.	Moderately helpful	56	21.13%
d.	Minimally helpful	23	8.68%
e.	Not at all helpful	14	5.28%
f.	Did not use	34	12.84%
	Total	265	100.00%

11. How helpful was Module 6 in helping you decide on a future educational plan?

a.	Very helpful	17	14.29%
b.	Quite helpful	29	24.37%
c.	Moderately helpful	40	33.61%
d.	Minimally helpful	15	12.61%
e.	Not at all helpful	7	5.88%
f.	Did not use	11	9.24%
	Total	119	100.00%

12. How helpful was Module 6 in selecting a major or program of study to pursue?

a.	Very helpful	17	14.53%
b.	Quite helpful	25	21.37%
c.	Moderately helpful	37	31.62%
d.	Minimally helpful	17	14.53%
e.	Not at all helpful	7	5.98%
f.	Did not use	14	11.97%
	Total	117	100.00%

13. In Module 7, how helpful were the search categories in finding schools which have the characteristics you want?

a.	Very helpful	25	17.01%
b.	Quite helpful	25	17.01%
c.	Moderately helpful	38	25.85%
d.	Minimally helpful	8	5.44%
e.	Not at all helpful	4	2.72%
f.	Did not use	47	31.97%
	Total	147	100.00%

14. How would you rate the information you received in Module 7?

a.	Excellent	19	12.93%
b.	Very good	56	38.09%
c.	Fair	33	22.44%
d.	Minimally good	8	5.44%
e.	Poor	6	4.08%
f.	Did not use	25	17.01%
	Total	147	100.00%

15. How helpful was the first Career Rainbow exercise in Module 8 in helping you to understand your present career?

a.	Very helpful	25	19.23%
b.	Quite helpful	38	29.23%
c.	Moderately helpful	25	19.23%
d.	Minimally helpful	28	21.54%
e.	Not at all helpful	12	9.23%
f.	Did not use	2	1.54%
	Total	130	100.00%

16. How helpful was the second Career Rainbow exercise in Module 8 in helping you to plan your future career?

a.	Very helpful	18	13.85%
b.	Quite helpful	39	30.00%
c.	Moderately helpful	28	21.54%
d.	Moderately helpful	23	17.69%
e.	Not at all helpful	15	11.54%
f.	Did not use	7	5.38%
	Total	130	100.00%

17. How helpful was the "transition thermometer" exercise in Module 9 in understanding the impact of the transition(s) you entered?

a.	Very helpful	43	28.48%
b.	Quite helpful	32	21.19%
c.	Moderately helpful	35	23.18%
d.	Minimally helpful	24	15.89%
e.	Not at all helpful	14	9.27%
f.	Did not use	3	1.99%
	Total	151	100.00%

18. How helpful was the material at the end of Module 9 in the planning of action steps to reduce the impact of your transition?

a.	Very helpful	22	14.57%
b.	Quite helpful	34	22.52%
c.	Moderately helpful	36	23.84%
d.	Minimally helpful	19	12.58%
e.	Not at all helpful	14	9.27%
f.	Did not use	26	17.22%
	Total	151	100.00%

VI. IN-SERVICE TRAINING

In addition to providing service to community adults, the ACCC provided a number of in-service programs. Prior to the Fall (1988) and Winter (1989) semesters, our center in-serviced 49 master's candidates for their Career Development/Life Work Planning course (CNS 665) and 44 counselors for their Practicum (CNS 664). The undergraduate Human Resource Development Careers class (HRD 364) had 27 students use our facility for a class assignment. This service gave the students an opportunity to become familiar with the computer-assisted career guidance programs and the other resources of the ACCC, facilitating both personal and professional growth.

We also offered our services to groups and individuals visiting the ACCC. This service was afforded to:

* Members of the Oakland University Alumni Board of Directors
* An employment counselor from M.E.S.C.
* Forty eighth-grade students from Detroit as part of the Martin Luther King/Cesar Chavez/Rosa Parks program
* A Dean of Personnel Services of a Michigan community college
* Several community counselors
* Displaced homemakers with Ken Morris Labor Studies Programs

In addition, we were approached for information regarding our services by a Hi-Tech company in Sterling Heights and asked to participate in a local seminar for the AAUW.

WATTS SEMINAR: The Career Center also hosted a visit by A. G. Watts of Cambridge, England. At the seminar, Mr. Watts in-serviced staff from the ACCC, Continuum Center, Academic Services and other Oakland University personnel.

Overall, the ACCC was able to in-service approximately 250 people from September, 1988, until June of 1989.

VII. PUBLIC RELATIONS

A. Highly Favorable Referral Rate Within the Community

The most stimulating and rewarding aspect of public relations continues to be recommendations made from client to client in adjacent, as well as, remote communities. This client referral system fits perfectly with the mission of the ACCC which is to provide career guidance for adults of southeastern Michigan.

B. Press Notices

Because the referral rate from a summer, 1988 project was so high, no articles were published this academic year. However, on March 29, 1989, the Working column of the Free Press made mention of our center. This generated tremendous activity for May and June of 1989.

C. New Projects This Year

1. Participation in the Martin Luther King/Cesar Chavez/Rosa Parks program for Detroit school children.

2. Representation at Oakland University's Adult Student Open House.

3. Cataloging of resource material was accomplished during the year. It is part of this document as Appendix A.

D. Conferences

The ACCC was represented at both MACD in Detroit and AACD in Boston. Information about the ACCC was disseminated at conference sessions. One counselor attended PARTNERSHIP PAYS III, sponsored by the Greater Detroit Alliance of Business. All counselors and the director attended the 19th Annual Spring conference of the Michigan Career Development Association in Lansing. The director attended the Annual conference of the American Association for Counselor Education and Supervision. One counselor attended a Workshop on Enhancing Career Development in Ann Arbor.

VIII. COORDINATION WITH PRACTICUM COUNSELING CENTER

The coordination of the services of the Practicum Counseling Center (PCC), with the Adult Career Counseling Center, took place in the Fall of 1986 and the Winter of 1987 to the benefit of both centers.

Practicum Counselors (graduate students in CNS 664) were eligible to counsel ACCC referrals if they met the following criteria:

1) Completion or current enrollment in CNS 665, Career Development and Life/Work Planning, and/or

2) Completion of in-service to refresh their knowledge of the computer-assisted career guidance systems and ACCC resources.

During their first session with a PCC counselor, ACCC referral clients were given the option of choosing their preferred number of personal counseling sessions (ranging from 2 to 9 sessions, with most opting for 5 sessions) with their PCC counselor.

As the PCC is in operation only during the Fall and Winter semester, the option of personal counseling with a PCC counselor was not available to ACCC clients during the Spring semester. ACCC clients did take advantage of the opportunity for personal counseling with a PCC counselor as follows:

Number of Referrals Made to PCC

Fall 1988	=	24
Winter 1989	=	29
Total	=	53

Benefits for the ACCC clients referred to the PCC included (but are not limited to) the following:

1. Increased awareness of a wide variety of career issues.

2. More sensitivity to the inter-relationship of career and personal concerns.

3. Opportunity to take personality and career inventories for a multi-faceted look at career preferences.

4. A comprehensive, in-depth career counseling experience.

As the PCC counselors became more aware of the services offered by the ACCC, there were counter-referrals wherein clients who registered for the services of the PCC were, when appropriate, referred to the ACCC for computer-assisted career development assistance.

Recommendations

The coordination of services between the ACCC and the PCC has proven to be mutually beneficial. The integration will continue and refinement and expansion of the procedures will continue to be explored.

IX. RESEARCH

These projects included: 1) the effect of DISCOVER for Adults & "stillness" on ACCC clients; 2) a comparison of SIGI and DISCOVER; 3) a study of dual career families for which Julie Semroc received an Oakland University Graduate Research Grant in the fall of 1988. Ms. Semroc will be presenting this research on October 13, 1989 at the annual conference of the Michigan Association for Counseling and Development; 4) research on the work values of mid-life men. Descriptions of the activities follow.

INTERNAL LOCUS OF CONTROL, "STILLNESS" AND THE USE OF DISCOVER

BY: NELSON PHILLIPS

An initial concern, evoked by what E.G. Williamson called ". . . the societal context of counseling . . .," prompted a series of hypotheses concerning a relationship between my concept, "stillness", and the use of a computer-assisted career guidance program in the ACCC. Encouraged by Dean Pine and guided by Dr. Howard Splete, I have indeed narrowed my focus.

The hypothesis states that: "A person who has stillness, that is measured by having an internal locus of control, will become more certain about their career choice through the use of Modules 3, 4, and 5 on the computer-assisted career guidance program (CACGP), DISCOVER as measured by the degree of certainty present and by the number of possibilities reported in the intake and exit interviews".

A protocol was established that includes: the use of a locus of control instrument, a pre- and post-form listing "certainties" and "career possibilities", an intake interview, the use of DISCOVER, and an exit interview. Fifteen clients, recruited randomly, participated in this research in the Spring, 1989 semester. This research was conducted to show that the use of a computer-assisted career guidance program can engender hope for the client, a human being, not just a human doer. These humanistic concerns have continued to be kindly nurtured and generously supported by Dr. Louis Thayer of Eastern Michigan University.

Proposals were submitted to MACD and AACD for possible presentations of the process, as well as the outcome, of this research. The MACD proposal was accepted and this research will be discussed at the Fall Conference on October 13, 1989.

A.G. Watts, Director of the National Institute for Careers Education and Counseling (Cambridge, England) recently wrote to me that he was ". . . intrigued by the relevance of the concept of "stillness" to the use of computer-aided careers guidance systems."

A COMPARISON OF DISCOVER AND SIGI

BY: GAIL RINEHART

A pilot comparison of DISCOVER and SIGI was conducted during the Winter semester of 1988-89. Subjects were thirteen counseling students enrolled in the Master's program. They volunteered to evaluate and compare the systems after interacting with both. Overall evaluation of the systems was positive. There was nearly unanimous agreement that DISCOVER was most helpful in exploration of interests and abilities, while SIGI was chosen, most often, in exploring and clarifying values. SIGI was slightly favored for ease of use. DISCOVER was similarly favored for exploration of occupations. Both systems compared nearly equal in preference, accuracy of assessments, future use and recommendation to friends. The comparison of the systems by statement is shown in Chart 8.

This pilot study would suggest that both systems contribute differentially to the general areas of assessment and exploration that counseling students understand are necessary in career development. Implications for future research in client/system interaction is evident. Availability of evaluation and comparison forms for clients will aid in establishing local norms for systems' use and increased knowledge for counselors in directing clients to appropriate interaction with each system.

Comparison of Systems by Statement

Subjects	*9a		**9c	
Statement	SIGI	DISC.	SIGI	DISC.
1. The system I prefer is	43%	57%	67%	33%
2. I would use this system in the future	44%	56%	43%	57%
3. I would recommend this system to a friend	56%	44%	43%	57%
4. This system was easiest to use	57%	43%	67%	33%
5. This system was the most helpful in exploring occupations	50%	50%	20%	80%
6. This system was the most helpful in exploring my interests	14%	86%	0	100%
7. This system was the most helpful in exploring my abilities	29%	71%	20%	80%
8. This system was the most helpful in exploring my values	62%	38%	80%	20%
9. This system was most useful in clarifying my values	88%	12%	80%	20%
10. This system was the most effective in helping me decide which values are most important to me	80%	20%	80%	20%
11. This system was the most accurate in assessing my values, interests and abilities	33%	67%	60%	40%

*9a - I have a fairly good idea of what my values are.
**9c - I thought I knew, but discovered much more.

CHART 8: RINEHART STUDY

AN INVESTIGATION INTO THE DEGREE OF SPOUSAL SUPPORT AND THE DIVISION OF HOUSEHOLD LABOR IN TWO STAGES OF A DUAL CAREER FAMILY

BY: JULIE SEMROC

Dual career couples represent a growing segment of the adults who seek counseling at the Adult Career Counseling Center at Oakland University. Many of these adults have children and are confronted with the dual demands of their professional occupation and family life which present a number of challenges. This study developed career counseling strategies highlighted by sensitivity to, and understanding of the difficulties encountered in coordinating career and family roles.

This pilot study consisted of dual career couples in the married-childless stage and married-young children stage who completed the Dual Career Questionnaire and participated in a structured interview. These instruments focused on demographic data, the division of household labor, the degree of spousal support, and questions concerning the marital relationship.

A comparative analysis examining the data for quantitative differences will provide data needed to examine possible relationships between the developmental stage, division of household labor, and spousal support in dual career families. This information will be used to develop career counseling strategies designed specifically for dual career adults based on an awareness and understanding of family responsibilities and identifying the amount of spousal support in both career and family roles in the early stages of a dual career marriage.

THE EFFECT OF UNDERSTANDING PERSONALITY TYPE COMBINED WITH A COMPUTER BASED CAREER GUIDANCE INTERVENTION ON CAREER DECIDEDNESS
(IN PROGRESS)

BY: ANNE SUTTON

The research experiences this year consisted of assisting Drs. Roxanne Allen and Pam Marin in completing their study (see next section). This has allowed me to gain extensive knowledge of computer statistical analysis on the SPSS-X program and knowledge of research design and experimentation. Drs. Allen and Marin will allow me to utilize their design and results as a starting point for a follow-up study in the Fall of 1989. This research study will focus on the career decision-making styles of the specific Myers-Briggs Type Indicator (MBTI) types who utilize the Discover program at the ACCC. This study, coupled with Drs. Allen and Marin's completed results, should help further validate the usefulness of the MBTI in some aspects of career counseling at the ACCC.

A STUDY OF THE EFFECT OF UNDERSTANDING PERSONALITY TYPE COMBINED WITH A COMPUTER-BASED CAREER GUIDANCE INTERVENTION ON CAREER DECIDEDNESS.

BY: DR. PAM MARIN AND DR. ROXANNE ALLEN

This study investigated the effects of an individual's understanding of his or her Myers-Briggs Type Indicator personality type combined with a computer-based career guidance intervention on the level of career decidedness as measured by the Career Decision Scale (CDS) and the Occupational Alternatives Questions (OAQ). Clients were randomly assigned to one of the following groups:

A. MBTI personality profile interpretation plus DISCOVER (32 clients).

B. DISCOVER use followed by MBTI interpretation (28 clients).

C. Control group (27 clients).

The subjects had called the ACCC for appointments over the summer of 1988. They were given the option of participating in the study or waiting until fall, 1988 for an appointment.

A total of 87 clients participated in the study. They were representative of the residents of the area surrounding the ACCC. 83.9% were Caucasian, 69% were female and 53% were married. A majority of the clients were employed full time (57.5%), while the second largest group consisted of homemakers at 10%.

The preliminary MBTI results indicate the following distribution of type functions:

Extrovert	43	Introvert	44
Sensing	41	Intuitive	46
Thinking	31	Feeling	56
Judging	53	Perceiving	34

As of this date we are still analyzing the data to determine the effect on adult career decidedness of personality type awareness when combined with career guidance intervention.

WORK VALUE OF MID-LIFE MEN

BY: ELAINE S. TSANGARIDES

Nearly one fourth of the population which seeks help at the ACCC are men, the majority of whom are in the 30-45 year age range. When an employed male seeks counseling at the ACCC, it is generally due to 1) a perceived need to earn more money, rather than due to 2) the prospect of being laid off or to 3) an intense career dissatisfaction.

My study will focus on the changing values in men, ages 30-36 and 37-45 based upon Daniel J. Levinson's theory of adult male development. In his book, Season's of a Man's Life (1978), Levinson posits that as a man nears the end of his thirties and approaches a mid-life transition, ages 37-45, he finds that a promotion, career plateau or the reality of declining prospects causes him to question what is is he really wants.

My hypothesis is that men in the developmental age group, 37-45, who seek help at the ACCC, have a greater need for intrinsic work rewards than men in the 30-36 year-old age group. In the fall of 1989, all men who agree to participate in this research will be given a questionnaire based upon the SIGI values clarification module. Fifteen responses from each group, 30-36 and 37-45, will be chosen at random for analysis.

Should my hypothesis be supported, I will then explore other career counseling possibilities with the ultimate goal of developing a counseling model in values clarification which addresses the developmental needs of each of these mens' age groups.

X. FUTURE PLANS

Based on suggestions from the ACCC counselors and clients, we plan to:

1. retain the extended evening and Saturday operating hours
2. revise the counseling protocol to include scheduling two client appointments and to have the client work first with DISCOVER for Adults and then with SIGI PLUS and/or MDIS, as appropriate
3. expand our referral efforts to further aid ACCC clients after their initial use of the Center
4. locate additional space for counseling interviews
5. purchase current updated hardware, such as printers and monitors
6. expand career resource materials
7. review new career guidance software programs, such as PASSPORT, for possible use
8. expand research efforts, including a follow-up study on ACCC clients
9. continue collaboration of the ACCC with The Practicum Counseling Center, Continuum Center and Academic Services
10. expand community outreach through participation in programs for area adults

APPENDIX A

ADULT CAREER COUNSELING CENTER RESOURCE LIST

PRINT RESOURCES IN THE OAKLAND UNIVERSITY

ADULT CAREER COUNSELING CENTER

The ACCC has the following resources available for use in our office:

I: EDUCATIONAL INFORMATION (MARKED WITH RED TAPE) - Books on exam taking, study skills for returning students, guides to institutions of higher learning, and many current Michigan college catalogues.

II: CAREER INFORMATION (YELLOW TAPE) - General guides, handbooks, and encyclopedias on careers. Specific resources for women. Career source material provided by state and federal agencies.

III: JOB HUNTING INFORMATION (GREEN TAPE) - This group of resource material includes information on employment outlook and many books and brochures to assist you in all areas as resume preparation.

IV: PROFESSIONAL INFORMATION (BLUE TAPE)

A. Journals and resource books to aid the career counselor in his/her work.

B. Material on the following subjects has been gathered and organized in binders:

- Computer assisted career guidance systems information and articles on the subject.
- Bibliographies on computer assisted career guidance systems.
- Career counseling information.
- Conference, research and current information on DISCOVER, SIGI, and MOIS.
- ACCC Public Relations scrap book, In-Servicing records and documents pertaining to the founding and establishment of the Adult Career Counseling Center of Oakland University.

ADULT CAREER COUNSELING CENTER RESOURCE LIST

I: EDUCATIONAL INFORMATION (RED)

American college. (1978). Test wiseness - Test taking for adults. New York: McGraw-Hill.

Apps, J. (1978). Study skills: For those adults returning to school. New York: McGraw-Hill.

Camiel, R. & Michaelsen, H. (1980). First time out: skills for living away from home. Sacramento, CA: Jalmar.

College entrance examination board. (1980). CLEP (College level examination program): General and subject examinations. Princeton, NJ: Educational Testing Service.

Conley, D. (1984). Graduate and professional: An overview-1985 (19th ed.). Princeton, NJ: Peterson's Guides.

Divine, J. H. & Kylen, D. W. (1979). How to beat test anxiety and score higher on your exams. Woodbury, NY: Barron's.

GRE General test: How to prepare for the graduate record examination (7th ed.). (1985). Woodbury, NY: Barron's.

How to prepare for the college level examination program: CLEP (4th ed.). (1983). Woodbury, NY: Barron's.

Lehman, A. E. (Ed.). (1986). Guide to four-year colleges. (16th ed.). Princeton, NJ: Peterson's Guides.

Lenz, E. & Shavevitz, M. H. (1977). So you want to go back to school: Facing the realities of reentry. New York: McGraw-Hill.

Kaye, K. R. (Ed.). (1985). Guide to four-year colleges (15th ed.). Princeton, NJ: Peterson's Guides.

Mendelsohn, P. (1980). Happier by degrees: A college reentry guide for women. New York: E.P. Dutton.

Phifer, P. (1987). College majors and careers: A resource guide for effective life planning. Garrett Park, MD: Garrett Park Press.

II: CAREER INFORMATION (YELLOW)

A: General Career Information

Allen, J. G. & Gorkin, P. (1985). Finding the right job at midlife. New York: Simon & Schuster.

Aptakin, K. (Ed.). (1980). Good works: A guide to social change careers. Washington, DC: Center for Study of Responsive Law.

Career information center (2nd ed.). (1979). Encino, CA: Glencoe/ Macmillan. 12 volumes and master index.

Harrington, T. F. & O'Shea, A.J. (1984). Guide for occupational exploration. Circle Pines, MN: National Forum Foundation.

Hawes, G. R. (1979). Careers tommorow. New York: New American Library.

Hawes, G. R., Hawes M. & Fleming, C. (1977). Careers today. New York: New American Library.

Hopke, W. E. (Editor-in-chief). (1984). The enclyclopedia of careers and vocational guidance (Vols. 1-3). Chicago: Ferguson.

Vol. I - Reviewing career fields.

Vol. II - Selecting a career.

Vol III - Selecting a technician's career.

Lang, C.J. (Ed.). (1972). Handbook of job facts (5th ed.). Chicago: Science Research Associates.

Miller, A. (1979). Finding career alternatives for teachers: A step-by-step guide to your new career. New York: Apple.

Nadler, B. J. (1986). Liberal arts jobs. Princeton, NJ: Peterson's Guides.

Nassif, F. Z. (1980). Handbook of health careers: A guide to employment opportunities. New York: Human Sciences.

Nichols, H. E. & Schill, W. J. (1977). Yellow pages of careers: How to find the careers for you. Danville, IL: Interstate Printers & Publishers.

Stern, H. H. (1976). Running your own business: A handbook of facts and information for the small businessman. New York: Ward Ritchie/ Crown.

UAW. (1986). We make our own history. Detroit: Author.

Winefordner, D. (Ed.). (1978). Career information system guide. Bloomington, IL: McKnight.

Winefordner, D. (Ed.). (1978). Worker trait group guide. Bloomington, IL: McKnight.

Winefordner, D. (Ed.). (1988). Worker trait group guide. Bloomington, IL: Meridian.

B: WOMEN AND CAREER

Backiel, L., Daily, S., & Washburne, C. K. (Eds.). Women in transition. (1975). New York: Charles Scribner's.

Baruch, G., Barnett, R., & Rivers, C. (1983). Lifeprints: New patterns of love and work for today's women. New York: New American Library.

Farley, L. (1978). Sexual shakedown: The sexual harassment of women on the job. New York: McGraw-Hill.

Lederer, M. (1979). Blue collar jobs for women. New York: E. P. Dutton.

Lembeck, R. (1975). 1001 job ideas for today's woman: A checklist guide to the job market. Garden City, NY: Doubleday/Dolphin.

Mitchell, J. S. (1974). Other choices for becoming a woman. Pittsburgh: Know.

Nivens, B. (1988). Careers for women without college degrees. New York: McGraw-Hill.

Roland, A. & Harris, B. (1979). Career and motherhood: Struggles for a new identity. New York: Human Sciences.

Ruddick, S. & Daniels, P. (Eds.). (1977). Working it out: 23 women writers, artists, scientists, and scholars talk about their lives & work. New York: Pantheon.

Department of Defense. (1988). Military career guide: Employment and training opportunities in the military - 1988-1989. Washington, DC: Author.

Michigan Department of Commerce. (1985). Guide to starting a business in Michigan. Lansing, MI: Author.

Michigan Department of Labor. (1988). Investing in people: A directory of Michigan's job training and related services. Lansing, MI: Author.

NOICC (1986). Using labor market information in career exploration and decision making: A resource guide. Garrett Park, MD.: Garrett Park Press.

U.S. Department of Labor. (1977). Dictionary of occupational titles (4th ed.). Washington, DC: Author.

U.S. Department of Labor. (1987). Dictionary of occupational titles: fourth edition supplement, 1986.

U.S. Department of Labor. (1979). Guide for occupational exploration. Washington, DC: Author.

U.S. Department of Labor. (1986-1987). Occupational outlook handbook. Washington, DC: Author.

U.S. Department of Labor. (1986). Occupational projections and training data. Washington, DC: Author.

U.S. Department of Labor. (1981). Selected characteristics of occupations defined in the Dictionary of occupational titles. Washington, DC: Author.

III: JOB HUNTING INFORMATION (GREEN)

A: EMPLOYMENT OUTLOOK

Feingold, S. N. & Miller, N. R. (1983). Emerging careers: New occupations for the year 2000 and beyond. Garrett Park, MD: Garrett Park Press.

Feingold, S. N. & Hansard-Winkler, G. A. (1982). 900,000 plus jobs annually: Published sources of employment listings. Garrett Park, MD: Garrett Park Press.

Michigan Employment Security Commission. (1986-1987). Occupational employment statistics. Lansing, MI: Author.

Michigan Employment Security Commission. (1983). Occupational supply and demand. Lansing, MI: Author.

Wegmann, R., Chapman, R. & Johnson, M. (1985). Looking for work in the new economy. Salt Lake City: Olympus.

Wegmann, R., Chapman, R. & Johnson, M. (1989) Work in the new economy: Careers and job seeking into the 21st century. Indianapolis: Jist Works, Inc.

B: PLANNING THE JOB HUNT

Arbanel, K. & Siegel, G. McC. (1975). Women's work book: How to get your first job...How to re-enter the job market...How to fight for your rights in the work world...and more. New York: Warner Books.

Azrin, H. & Besalel, B. (1982). Finding a job. Berkeley, CA: Ten Speed Press.

Bolles, R. N. (1979). Quick job-hunting map: Advanced version. Berkeley, CA: Ten Speed Press.

Bolles, R. N. (1981). The three boxes of life. Berkeley, CA: Ten Speed Press.

Bolles, R. N. (1988). What color is your parachute?. Berkeley, CA: Ten Speed Press

Burack, E. H., Albrecht, M. & Seitler, H. (1980). Growing: A woman's guide to career satisfaction. Belmont, CA: Lifetime Learning.

Buskirk, R. H. (1976). Your career: How to plan it, manage it, change it. New York: New American Library.

Carkhuff, R. & Friel, W. (1974). The art of developing a career. Amherst, MA: Human Resource Development Press.

Carney, C. G. & Wells, C. F. (1981). Career planning: Skills to build your future (2nd ed.). Monterey, CA: Brooks/Cole.

Crystal, J. & Bolles, R. N. (1974). Where do I go from here with my life?. New York: Seabury Press.

Dauw, D. C. (1975). Up your career. Prospect Heights, IL: Waveland Press.

Djeddah, E. (1971). Moving up: How to get high-salaried jobs. Berkeley, CA: Ten Speed Press.

Donaho, W. & Meyer, J. L. (1976). How to get the job you want Englewood, NJ: Prentice-Hall.

Ford, G. A. & Lippitt, G. L. (1988). Creating your future: A guide to personal goal setting. San Diego: University Associates.

Getting ready: A guide for job hunters. (1976). Royal Oak, MI: Southeast Oakland County Vocational Education Center.

Ginn, R. J. (1976). Ginn's guide to writing a cover letter. Cambridge, MA: Harvard University Press.

Goodman, J., Hoppin, J. & Kent, R. (1984). Opening doors: A practical guide for job hunting. Rochester, MI: Continuum Center, Oakland University.

Goodman, J., Uhle, S., & Walworth, S. (1979). Directions for change. Rochester, MI: Continuum Center, Oakland University.

Guide to preparing a resume. (1978). Lansing, MI: Michigan Employment Security Commission.

Irish, R. K. (1973). Go hire yourself an employer. Garden City, NY: Anchor/Doubleday.

Klingner, D. E. & Davis, A. J. (1980). The job-seeking's guide: A workbook for improving your career situation. New York: Human Sciences.

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IV: PROFESSIONAL INFORMATION (BLUE)

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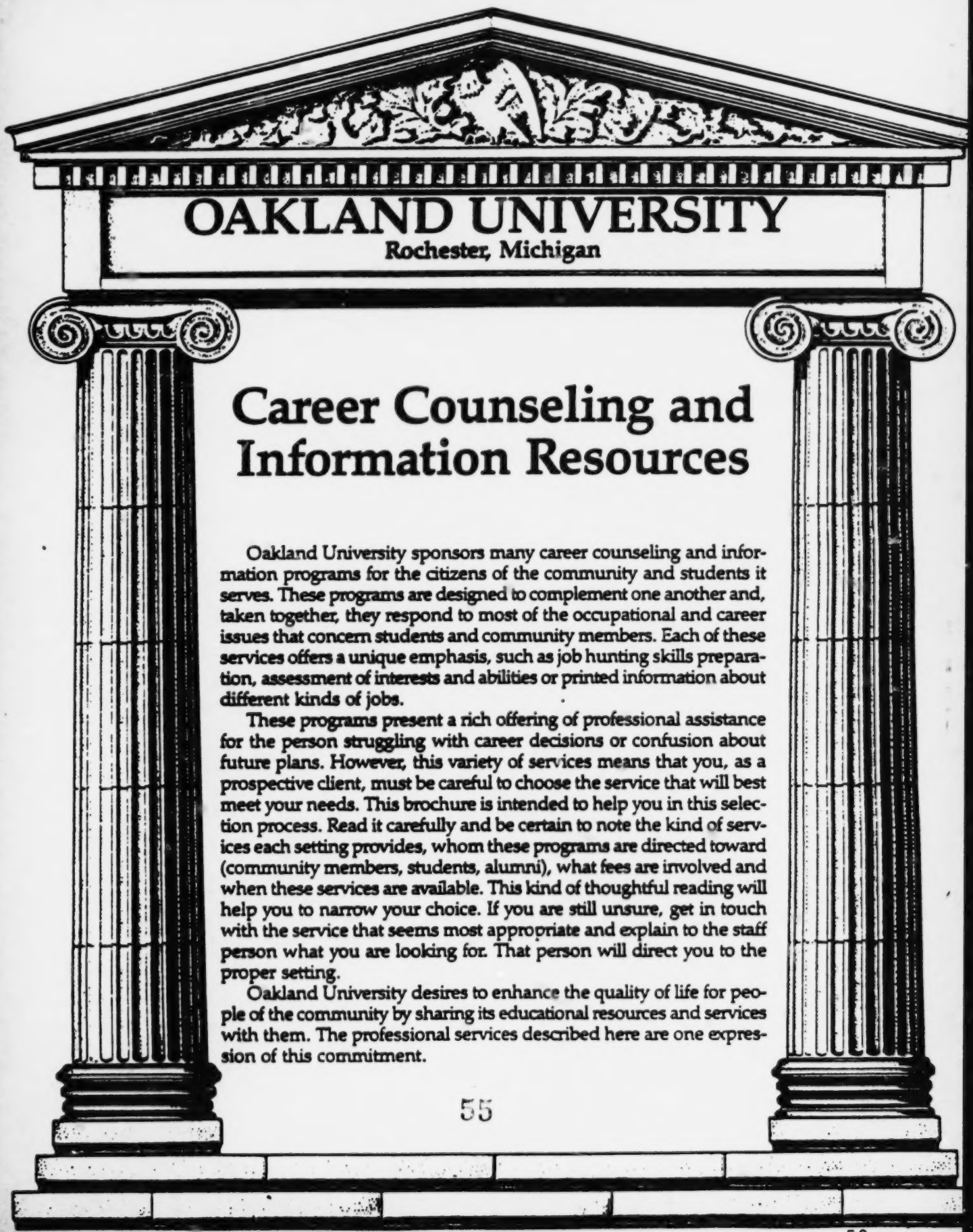
APPENDIX B

CAREER COUNSELING AND INFORMATION RESOURCES AT OAKLAND UNIVERSITY



OAKLAND UNIVERSITY

Rochester, Michigan

Career Counseling and Information Resources

Oakland University sponsors many career counseling and information programs for the citizens of the community and students it serves. These programs are designed to complement one another and, taken together, they respond to most of the occupational and career issues that concern students and community members. Each of these services offers a unique emphasis, such as job hunting skills preparation, assessment of interests and abilities or printed information about different kinds of jobs.

These programs present a rich offering of professional assistance for the person struggling with career decisions or confusion about future plans. However, this variety of services means that you, as a prospective client, must be careful to choose the service that will best meet your needs. This brochure is intended to help you in this selection process. Read it carefully and be certain to note the kind of services each setting provides, whom these programs are directed toward (community members, students, alumni), what fees are involved and when these services are available. This kind of thoughtful reading will help you to narrow your choice. If you are still unsure, get in touch with the service that seems most appropriate and explain to the staff person what you are looking for. That person will direct you to the proper setting.

Oakland University desires to enhance the quality of life for people of the community by sharing its educational resources and services with them. The professional services described here are one expression of this commitment.

ADULT CAREER COUNSELING CENTER

Eligible Clients
The Adult Career Counseling Center serves adults in the community who are considering career transitions, assessing their strengths, interests and potentials and discussing possible career options. The ACCC does not, however, provide an employment service.

Services
1. Adults schedule appointment(s) to meet with an ACCC coordinator for an intake interview and orientation to a computer-assisted system, to work on that system, and discuss the results of this process with the coordinator.
2. Computer-assisted career guidance systems SIGI PLUS and Discover for Adults are available at the ACCC. These systems aid adults in reviewing their interests, skills and work-related values; possible occupational fields; educational and training opportunities; and pre-employment skills.
3. The Michigan Occupational Information System (MOIS) on computer and additional career resources are available for use.
4. Referral information about the other career counseling and training programs is available.

Appointments
Adults may sign up for appointments at the center by calling 370-3092 or by stopping by the ACCC in person.

Hours
The ACCC is open days and evenings Monday through Friday and on Saturday mornings. Hours change during the summer and holidays. Call 370-3092 to check on the schedule.

Fees
No fee is charged for the services of the ACCC.

Location
The Adult Career Counseling Center is located in Room 147 O'Dowd Hall.

CAREER TESTING AND COUNSELING CENTER

Eligible Clients
Career Testing and Counseling Center services are available to community members and Oakland University students. Clients range in age from 16 (high school juniors) to 65. When high school students use these services, career planning guidance is provided to their parents as part of the counseling process.

Services
By means of an extensive battery of tests and a series of counseling sessions, clients are provided an opportunity for an in-depth exploration of career questions, career goals and plans for realizing these goals. Many printed materials, including the Michigan Occupational Information System (MOIS), are used as aids in this process. Specific services include:

1. Career counseling for adults and adolescents
2. Interest, ability and personal-style testing
3. Educational and career planning
4. Re-entry counseling (work and education)
5. Career development

Other services, in addition to the career-oriented ones, are offered at the Psychology Clinic. These include psychotherapy and personal counseling (adults, children, adolescents, families, couples and parents), psychological testing and consultation and specialized services for people suffering from loss and trauma experiences.

Appointments
Individuals seeking information may call 370-3465, Monday through Friday, from 8 a.m. to 5 p.m. Requests for appointments may be made through the clinic's secretary, either by phone or in person.

Hours

Monday, Thursday, Friday	8 a.m. - 5 p.m.
Tuesday	8 a.m. - 8 p.m.
Wednesday	8 a.m. - 9 p.m.
Saturday	9 a.m. - 1 p.m.

These hours change during the summer and holidays. Call 370-3465 to check on the schedule.

Fees
Community members are assessed according to a sliding fee scale, based on family income, as are part-time students. For full-time Oakland University undergraduate and graduate students there is a minimal student fee.

Location
This program is part of the Psychology Clinic, located in the east wing of the Graham Health Center.

CONTINUUM CENTER

Eligible Clients
The Continuum Center serves men and women from young adulthood to old age. Most of its clients are not students at the university. These clients are often at a turning point in their lives — seeking work, changing careers, dealing with a divorce, planning retirement, or other personal issues.

Services
The Continuum Center provides career counseling in either a group or an individual format. Individual career counseling is provided by a certified counselor meeting the professional standards set by the National Career Development Association. These services assist the client in the assessment of interests, values and transferable skills as well as in the setting of career goals and plans for attaining them. Other career-related services include workshops in resume writing, job interviews and job hunting.

Besides the career counseling services, the Continuum Center provides personal counseling and consultations, personal and professional development workshops and group leader training. There are special programs serving older adults and their families. Among the workshops offered are "Counseling the Older Adult," "Excellence in Management," "Communication for Couples," and "Stress Management."

Appointments
All counseling sessions and consultations are scheduled by appointment. Workshops are regularly scheduled and listed in a brochure printed three times yearly. To request a brochure or schedule an appointment, call 370-3033.

Hours
The center is open from 8 a.m. to 5 p.m. Monday through Friday with evening appointments available until 8 p.m. Appointments must be made during daytime hours. Workshops are scheduled mostly in the evening and on Saturday. These hours change during the summer and holidays. Call 370-3033 to check on the schedule.

Fees
Counseling and consultation fees are assessed according to a sliding fee scale on family income. There are set fees for workshop programs. Partial scholarships are sometimes available for the workshops. Oakland University students and staff may attend the workshops at half-price.

Location
Counseling appointments are held at the Continuum Center, Room 478 O'Dowd Hall. Workshops are held on Oakland University's campus or at various locations in the tri-county area.

DEPARTMENT OF ACADEMIC SERVICES AND GENERAL STUDIES

Eligible Clients
The services provided by the Department of Academic Services and General Studies are primarily intended for Oakland University Students, particularly freshmen and sophomores. However, community adults who are interested in career advising as it relates to educational programs at Oakland University also may contact this office.

Services
This office provides academic and career advising to students who are undecided in their major as well as those persons seeking the Bachelor of General Studies (BGS) degree. Students may receive assessment of career interests by using the Michigan Occupational Information System (MOIS), SIGI PLUS and DISCOVER II career guidance systems. The office also serves as a referral source for the many services, departments and advisers throughout the campus.

Career Resource Center
The Career Resource Center (CRC) is located in the Academic Services and General Studies Department. It is available to students who wish to explore careers and majors. Two computer-assisted career guidance systems (SIGI PLUS and DISCOVER II) are available in the CRC. In addition, the Michigan Occupational Information System (MOIS) and many written materials can be accessed. (The Strong-Campbell Interest Inventory is provided for a nominal fee.) Students may also seek career advising with career counselors in the department.

Appointments
Appointments can be made by calling 370-3227 or by coming to the office in person.

Hours

Monday - Friday	8 a.m. - 12 p.m. 1 p.m. - 5 p.m.
Wednesday evening	5 p.m. - 9 p.m.

Summer and holiday office hours could vary.

Fees
There are no fees for any of the services with the exception of a minimal charge for the interest inventory to cover the cost of the scoring and mailing.

Location
The Department of Academic Services and General Studies and the Career Resource Center are located in 121 North Foundation Hall.

OAKLAND UNIVERSITY LIBRARY

Eligible Clients
Oakland University's Kresge Library reference service and collections are available to students and community members. However, circulation of materials is limited to Oakland University students, staff and alumni.

Services
The library contains a large collection of career-related materials. These include books on how to write resumes and cover letters; information on job-hunting skills and procedures; and extensive materials that describe many kinds of careers, occupations, training programs and internships. Another library collection includes several directories that identify manufacturers, businesses, agencies and educational settings. Also on hand at the library are telephone books of 100 major American cities and most Michigan cities as well as recent annual reports from the top 500 companies in the United States.

Assistance is available in the library to help individuals locate needed information.

Appointments
There is no need for setting an appointment. However, a reference librarian is normally on duty from 10 a.m. to 7 p.m. on Monday through Thursday; 10 a.m. to 4 p.m. on Friday; noon to 4 p.m. on Saturday and 1 p.m. to 5 p.m. on Sunday. The remainder of the time the desk is staffed by a reference assistant or by students.

Hours

Monday - Thursday	8 a.m. - 11:30 p.m.
Friday	8 a.m. - 8 p.m.
Saturday	9 a.m. - 8 p.m.
Sunday	1 p.m. - 11:30 p.m.

These hours change during the summer and holidays. Call 370-2492 to check on the schedule.

Fees
There are no fees. Photocopy machines are available in the library at the cost of 10 cents per page.

Location
Kresge Library building.

PLACEMENT AND CAREER SERVICES

Eligible Clients
These services are available only to Oakland University students and alumni. However, staff members are available to community groups and organizations for consultation on career-related issues.

Placement
Individual placement counseling and career information are available to all juniors, seniors, graduate students and alumni. Additional assistance is available to advanced students who are seeking career-related, part-time and seasonal work experience. Staff members conduct special seminars to assist all students in developing job search skills. Frequent job fairs and career information programs are also sponsored by this office. Other placement services include opportunities for graduating students and alumni to interview with employer representatives on campus, maintenance and referral of credential files for graduates and the publication of a biweekly jobs bulletin. Additionally, the department maintains an extensive library for the display and dissemination of employers' literature; videocassettes; job postings; career information; job search information; graduate/professional school testing applications; and career-related publications and magazines.

Co-op Education Program
In addition to its placement services, this office coordinates the Cooperative Education (work experience) program for majors in the College of Arts and Sciences, the School of Business Administration and the School of Engineering and Computer Science.

OU Internship Program
Placement and Career Services also organizes and directs the Oakland University Student Internship Program to provide paid internships in government agencies.

Appointments
Students and alumni can sign up for appointments by stopping at the office or by calling 370-3250. An intake counselor is available on Monday-Thursday afternoons, 1:15 to 4:30 p.m., to answer questions on a walk-in (or call-in) basis.

Hours

Monday - Friday	8 a.m. - 5 p.m.
Wednesday evening	5 p.m. - 6:30 p.m. (September - April)

The office is closed between noon and 1 p.m. These hours change at holiday time. Call 370-3250 to check on the schedule.

Fees
There are no fees charged for services with the exception of minimal fees for sending credentials and subscription to the "Job Post."

Location
Placement and Career Services is located in Room 275 Vandenberg Hall (West).

PRACTICUM COUNSELING CENTER

Eligible Clients
The Practicum Counseling Center (PCC) offers personal counseling services to both Oakland University students and members of the surrounding communities.

Services
Professional counseling services are available for a variety of issues such as: time management, test anxiety, depression, adjustment disorders, mid-life transition, grief, career search, separation from parents, low self-esteem, anxiety and many other topics. Individuals are matched with counselors who will work with them for one (50 minute) counseling session per week for approximately five to 10 weeks. The PCC is an instructional center for graduate students in their final training as counselors. Consequently, sessions are videotaped for the purpose of supervision by the counselor's professor. ALL TAPES ARE HELD IN STRICT CONFIDENCE AND ARE COMPLETELY ERASED AT THE END OF EACH SEMESTER. Clients sign a release form for video-taping at the first counseling session.

Appointments
Phone for an appointment at 370-4175 or 370-4176.

Hours
The Practicum Counseling Center is open most weekdays from 9 a.m. - 9 p.m. to accommodate clients' schedules. Because it operates on an academic calendar year, appointments are only available fall (September - December) and winter (January - April) semesters.

Fees
There are no fees charged for services.

Location
The center is located in the lower level of O'Dowd Hall. The office is in 132 O'Dowd Hall.

ACADEMIC DEPARTMENTS

Individual departments often offer students a good source of information on careers associated with their majors. Each department has an individual who serves as chief adviser. Generally, this person or his/her designated associate focuses on academic advising, but students may find that such advisers serve as a source of information on career training and employment opportunities. This is particularly true in instances where advanced training is involved.

In some instances, departments maintain information on careers directly related to their specific major. Students may contact those departments in which they have a particular interest in order to identify an adviser or simply to discuss options.

To locate a particular department, please call the university's general information number, 370-2100.

MAIN CAMPUS OF OAKLAND UNIVERSITY

Oakland University is an equal opportunity and affirmative action institution.

Oakland UNIVERSITY
Rochester, Michigan

BEST COPY AVAILABLE

APPENDIX C

AUXILIARY GRANT SUPPORTED SERVICES

CONTINUUM CENTER AND THE ACCC

The Continuum Center is greatly appreciative of the services provided by the Adult Career Counseling Center. We have referred approximately 35 of our individual career counseling clients to the Center to use the Michigan Occupational Information System, SIGI and DISCOVER for Adults. Participants in our group "Careers in Transition" program are also referred to the Center and many of them take advantage of that opportunity.

The Continuum Center is a multi-faceted adult counseling and training center. Our current activities include providing career assessment, career development, and job search counseling to adults who come to our center and to adults within the context of their work site. We are presently providing such services to the union represented employees of AT & T through the Alliance, a joint union management program and to laid-off or soon to be laid-off employees of IPC Selastomer, through a joint union-management-State of Michigan program.

Our plans for the future include continuing providing these services, both in our offices at Oakland and on the sites of contracting organizations. We plan to continue to refer clients to the Adult Career Counseling Center and appreciate similar appropriate referrals from the Center.

Academic Services and General Studies
Career Resource Center

SIGI PLUS AND DISCOVER II USAGE

SIGI PLUS and DISCOVER II, the computer-assisted career guidance systems, have been in operation in the Academic Services' Career Resource Center since March of 1983. Since that time the purchase of furniture, additional resources and part-time personnel have enhanced the development of the center. Consistent usage of the Career Resource Center indicates the services are fulfilling students' needs.

The Career Resource Center and the computer-aided guidance systems are comprehensively advertised through regular publications, referral sources and classes. The Career Counseling and Information Resources (Pillars) brochure, the university undergraduate catalog, the Evening and Extension Services brochure and the Schedule of Classes are all regular publications that carry a segment highlighting the services available in the Career Resource Center. Further, letters to special populations such as undecided students, readmitted students, and probationary students are sent each fall and winter semesters. These letters list a variety of support services available campus-wide including the Career Resource Center.

Presentations and the Career Resource Center sheets are given to new undergraduate students at their orientation, and the center is a featured stop on the campus tour for new students.

Presentations are made to certain classes each semester as to the development and usage of the center. These classes may have assignments that require in-depth usage and evaluation of the center's resources including the computer-aided systems. The courses that consistently utilize the center services are listed below:

RHT 101 Composition II for Undecided Students
HRD 264 Educational and Career Exploration
HRD 364 Career Development
CNS 665 Career Development Theory and Practice

As anticipated, usage of SIGI PLUS and DISCOVER II has remained constant over the years. On an average 10 students per week use each system. The introduction of SIGI PLUS this year (we converted from SIGI to SIGI PLUS) caused a slight decrease in DISCOVER II usage as students and staff were curious about the new system.

	1987-1988 (Sept. through April)	1988-1989 (Sept. through April)
SIGI		
number of users	283	
SIGI PLUS		
number of users		307
DISCOVER II		
number of users	278	239

A week by week evaluation reflects the ebb and flow of the academic calendar. Semester breaks, finals, and the beginnings and ends of semesters alter the number of students who use the systems with peak usage happening in the months of October, November, February and March. During the Spring and Summer sessions usage drops by half as these sessions are not full semesters and most Oakland students do not attend.

In general, user response has been overwhelmingly positive. Students maintain the systems are fun and easy to use, provide useful and abundant information, provide options, and give suggestions on where to go for further information. The CRC student assistants reported a slight preference for SIGI PLUS as the keyboard and functions are simplified and the system graphics are clear and colorful. Appointments are generally available within a week, with peak periods causing some 8-14 day delays.

During the 88-89 academic year the Career Resource Center employed four student assistants for coverage 24 hours per week. These students certainly contributed to our operation. They provided the welcoming peer assistance that can be reassuring to the student using the systems for the first time.